

Mentoring New Principals - Leadership Coaching & Support to Become an Excellent Instructional School Leader

presented by

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and

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Goal of the Presentation

To develop a basic awareness of the importance and major elements of mentoring prospective and new educational leaders.

Objectives of the Presentation

1. The audience will develop and/or confirm an understanding of the basic elements and principles of mentoring new educational leaders.
2. The audience will conceptualize initial ideas for the creation of a mentoring program.
3. Other?

Topics

1. Introductions
2. Questions:
 - (1) Why are you interested in mentoring?
 - (2) Why is mentoring important?
3. What is the difference between **orientation** and **induction**?
4. **What is mentoring?**
5. Elements of a mentoring program
6. Examples of mentoring
7. Steps in developing a mentoring program.
8. Summary and Conclusion

Questions and Answers(?)

Preparing

- What is the real motivation for wanting to become a principal?
- What are the advantages of and/or obstacles to seeking a principalship at an early age?
- What readiness skills need continued support and what new objectives need to be learned while an aspiring principal?
- What advantages are there to both mentor and mentee in developing a partnership?
- What does each individual bring to the partnership and receive in the end?
- Are the participants compatible for developing an ongoing learning relationship?
- What time commitments are necessary and expected to create an effective partnership?
- What are the roles and expectations of the participants?

Negotiating

- Confidentiality
- Trust
- Reliability
- Boundaries of the partnership
- Responsibilities
- Time commitments and expectations
- Accountability
- Identification and resolution of pet peeves (and other issues)
- Ability to deliver and accept criticism
- Level of commitment of participants
- Desire
- Maturity

- Character and ethics
- Establishment of learning objectives and outcomes

Enabling

- Building and sustaining the professional (and personal) relationship
- Networking with others
- Coaching
- Communicating
- Encouraging
- Facilitating
- Goal setting
- Guiding
- Conflict management
- Problem solving
- Providing and receiving feedback
- Reflecting

Closure

We recognize that closure of our mentoring partnership likely poses the greatest challenges. Experiences that each have brought to the partnership show that mentoring is an evolving process, and hopefully each of us recognize the appropriate time for closure before we experience a bittersweet ending. Although we now assume that our personal bonds will remain rooted and strong for life, deep down we know that time and circumstances will likely cause things to be different than we anticipate. Closure has many emotional considerations, and we must work to avoid anxiety, fear, resentment, disappointment, or grief. Instead, we must focus on joy and accomplishment. We must always keep a focus on learning and growing. We will celebrate our successes and continue to share our stories. (p. 14)

from *Mentoring Principals: Frameworks, Agendas, Tips, and Case Stories for Mentors and Mentees* by Paul G. Young, Jeromey M. Sheets, and Dustin D. Knight [A joint publication by the National Association of Elementary School Principals and Corwin Press: 2005]

The following people are some of the Montana educators who are contributing to the development and implementation of mentoring in the state. There are others and they can be identified by contacting Darrell Rud, the Executive Director of the School Administrators of Montana (SAM).

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